

Andrews University Educational Research Index

By Wilfred G. A. Futcher

The Andrews University Educational Research Index is published yearly in THE JOURNAL OF ADVENTIST EDUCATION. This index constitutes a report of the formal research conducted by faculty and students at Andrews University. Recognizing that some of these studies are of particular importance for teachers and educational administrators in the Seventh-day Adventist Church, the School of Education at Andrews University makes this information available to readers of this journal.

In addition to students who engage in research at the master's and doctoral levels, undergraduate honor students under faculty guidance are given the opportunity to do significant research in a field of their choice. Reports of the findings of these studies by the honor students (Andrews Scholars) are also available.

On the graduate level, members of the faculty guide students in major research for master's projects and theses and doctoral dissertations. These studies cover a range of research literature in which the following are emphasized:

- (1) analysis and testing of theory;
- (2) the application of theory;
- (3) specific problems in educa-

tion and psychology;

(4) development of specific curricula materials or psychological instruments.

The areas covered in these studies include educational administration, curriculum and instruction, methods of handling special education problems, educational measurement and evaluation, philosophy of education, educational psychology, counseling, guidance, student development, and religious education.

Studies Indexed in Previous Editions of the JOURNAL

Reports of studies completed between July, 1970, and June, 1983, appear in the following volumes of THE JOURNAL OF ADVENTIST EDUCATION: vol. 35, No. 2 (December, 1972-January, 1973); vol. 36, No. 3 (February-March, 1974); vol. 37, No. 2 (December, 1974-January, 1975); vol. 38, No. 2 (December, 1975-January, 1976); vol. 39, No. 2 (December, 1976-January, 1977); vol. 40, No. 2 (December, 1977-January, 1978); vol. 41, No. 2 (December, 1978-January, 1979); vol. 42, No. 2 (December, 1979-January, 1980); vol. 44, No. 2 (December, 1981-January, 1982); vol. 45, No. 2 (December, 1982-January, 1983); vol. 46, No. 3 (February-March, 1984). This edition of the *Andrews University Educational Research Index* includes the research projects from July, 1983, to June, 1984.

Use of the Educational Research Index

The indexed titles of student research include: (1) author, (2) title, (3) date completed, (4) number of pages in the complete report, and (5) the name of the faculty advisor(s). A 350-word abstract is available for each of the studies. This contains the purpose of the study, the methods and procedures that the researcher used to develop the research, and the conclusions reached.

Readers may obtain an abstract upon request for one U.S. dollar (U.S. \$1.00). This fee includes mailing expenses. To readers in the U.S. and Canada, Master's projects and theses are available for 13 cents per page. The fee to readers in other countries is 17 cents per page. Payment should be made to Andrews University by International Money Order or check payable in U.S. dollars. To order or request further information about the Andrews University Educational Research Index, please write to:

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(To page 26)

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there is a difference between what psychologists and what courts think is a good test,' he said.

"Test developers 'must examine their practices, their interpretations, and their ultimate recommendations,' in order to 'protect the rights of [students], to safeguard their own integrity, and in the long run to serve the legitimate goals of [educators],' he added.

"One of the problems test makers hope to overcome is the lack of 'adequate professional standards' for developing tests, said Ernest W. Kimmel, director of test development for the testing service. 'The current standards are nine years old, and they don't take into account a lot of development in statistical methodology and understanding of issues like cultural, gender, and ethnic bias,' he said."—*Ibid.*, vol. III, No. 10 (November 9, 1983).

Few Colleges Offer Retirement Counseling

"Only 28 percent of all colleges and universities provide preretirement counseling for their employees, and only 16 percent have created study groups or prepared reports about retirement policies in recent years, according to a survey by the Commission on College Retirement.

"The survey, which drew responses from officials in 1,618 institutions, also produced these findings:

"Forty-four percent of colleges and universities have studied or adopted policies to enable retired faculty members to continue 'some level of activity beyond their normal retirement date.' . . .

"Half of all colleges and universities have studied or developed a program to make 'affordable health care' available to retirees."—*The Chronicle of Higher Education*, September 12, 1984.

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Women in Higher Education

Bernice R. Sandler, executive director of the Project on the Status and Education of Women of the Association of American Colleges, has compiled these statistics about women in higher education:

- "Despite the marked increase in the number of women in medical, law, and other graduate schools, most women still major in traditionally 'female' fields and prepare for traditionally 'female' jobs.

- "The salaries of women in academe are still lower than those of men with comparable training and experience—at every age, at every degree level, in every field, and in every type of institution. On the whole, female academics earn about 85 per cent of the salary earned by their male counterparts.

. . .

- "Despite an increase in the number of women in campus administrative ranks, about 90 per cent of students attend institutions where the three top administrative posts—president, chief academic officer, and dean—are held by men.

- "Despite an increase in the proportion of assistant professors who are women, there has been little change over the last decade in the proportion who are full professors. That figure has stayed around 10 per cent, meaning that the number of women promoted to full professorships has been barely enough to replace those who have retired or died. Several studies have shown that it takes longer for women to be promoted than it does similarly qualified men, and that far fewer women are likely to receive tenure than are their male

counterparts. In fact, despite more than 13 years of so-called affirmative action, despite Title IX, despite the progress, the general pattern of women's employment in higher education is distressingly the same as it was in 1970: The higher the rank, the more prestigious the institution or field, the fewer the women."—*Ibid.*, February 29, 1984. Reprinted with permission of Bernice Sandler and *The Chronicle of Higher Education*. Copyright 1984 by *The Chronicle of Higher Education*.

AU Research Index

(Continued from page 24)

directly to that organization.

Andrews University Educational Research Index Twelfth Edition July, 1983-June, 1984

M.A. Projects

- Agha, Elizabeth. *Different Approaches to Solve Youth Unemployment Problems After Secondary School in Developing Countries*, May, 1984, 43 pages, Streeter.
- Akos, Hosea D. *The Role of Principal in Implementing Change*, May, 1984, 36 pages, Streeter.
- Butler, Diane Mae. *An Evaluation of the Counseling Economy Program in Berrien County Juvenile Secure Detention Center*, September, 1982, 127 pages, Dickson.
- Christian, Barbara Ann. *A Comparison of Wife Abuse in Semi-urban/Rural Michigan and New York City*, January, 1984, 67 pages, Chaij.
- Jean-Pierre, Louis N. *Toward Positive Student Discipline: A Description of Selected Approaches and the Presentation of a Biblically-Based Alternative*, July, 1983, 47 pages, Streeter.
- Jorge, Flavia. *A Correlational Study Between Students' ACT Scores and the Students' Grades Received in Anatomy and Foundations of Biology Classes Between the Years 1980-1983*, May, 1984, 38 pages, Fitcher.
- Kennedy, Sonia R. *Relationship Among Adolescents of Self-Concept, Sociometric Choice, and Clique Membership and the Relationship of Students' Stay at a School to Sociometric Choice*, May,

1984, 40 pages, Merchant.
 Levy, Ceilea. *Sex Bias and Stereotyping in High School Biology Textbooks*, June, 1984, 73 pages, Chace.
 Melville, Robert Talbert. *Learning Outcomes of the Christian School's Curriculum—An Administrative Approach*, June, 1984, 70 pages, Streeter.
 Metellus, Del Lydia. *Preschool Education in the United States*, March, 1984, 40 pages, Harris.
 Musvosvi, Denford. *An Analysis of Differences Between Elementary Education in Zimbabwe and the United States*, August, 1983, 56 pages, Chace.
 Smith, Aimee. *A Comparison of Individualized Instruction and Group Instruction in Teaching Mathematics in Selected Elementary School Classes*, May, 1984, 50 pages, Chace.
 Spoor, Rommert Alan. *Aspects of Planning Industrial Arts Facilities for Seventh-day Adventist Secondary Schools*, November, 1983, 52 pages, Streeter.
 Youlden, Bruce. *Organizational Climate and Student Morale at Andrews Academy*, June, 1984, 115 pages, Streeter.

M.A. Theses

Browne, Andre. *The Relationship Between the Father's Self-Concept and His Adolescent Son's or Daughter's Sex-Role Identity Among a Selected Sample of West Indian Families*, August, 1983, 73 pages, Chaij.
 Christo, Matthew. *Relationship Between Maternal Self-Concept and the Child's Motivation Toward School in Early Adolescence*, July, 1983, 92 pages, Chaij.
 Dixon, Wills B. *Relationship Between Teacher Attitude and Student Adaptive Behavior With Achievement in Public-School Classrooms for the Educable Mentally Impaired*, February, 1983, 47 pages, Cruise.
 Granger, Rawle. *An Investigation of the Difference Between Judgers and Perceivers in Their Study-Skills Use*, May, 1984, 64 pages, Chaij.
 Timmerman, Robert. *An Observational Study of the Behavioral Characteristics of Black American Students and West Indian Students While Conversing With and Seeking Help From Persons in Authority*, July, 1983, 113 pages, Chaij.

Ed.D. Dissertations

Drew, Homer W., Jr. *Analysis of Fund-Raising Strategies in Regard to Alumni Giving at a Small Christian Institution of Higher Learning*, July, 1983, 98 pages, Lall.
 Francis, Anthon Carrie. *Development of West Indies College 1907-1960: An Historical Study*, May, 1984, 399 pages, Akers.
 Jordan, Gertrude E. *The Relationship Between Need Trait and Temperament*

Type, August, 1983, 199 pages, Cruise.
 Munson, Elwin Charles. *The Development of a Seminar for Teachers on the Awareness and Management of Allergic Condition of Their Students in the Classroom*, July, 1983, 138 pages, Fletcher.
 Ott, Helmut K. *The Biblical Concept of Man and Its Implications for Christian Religious Instruction*, June, 1983, 447 pages, Akers.
 Shell, Penny Sue. *Selected Continuing Education for Minister Preferences of Seventh-day Adventist Pastors and Judicators in the North American Division*, August, 1983, 353 pages, Naden.
 Stenbridge, Allen Frederick. *A Study of Teacher Motivation in Five Selected Seventh-day Adventist Colleges in the United States*, November, 1983, 252 pages, Lall.
 Wright, Hazel G. *An Assessment of the Perceived In-Service Needs of K-12 Teachers of the Lake Union Conference of Seventh-day Adventists*, August, 1983, 300 pages, Streeter.

The Nontraditional Learner

(Continued from page 23)

adult housing needs and personal lifestyles can be cared for on a campus once organized to meet the needs of much younger persons.

Sections of residence halls may need to be set aside to house adult students who are attending short-term seminars and workshops. These areas may not need tight supervision, but they do need to be kept quieter since most adults have difficulty adjusting to the noise levels of regular residence halls. Adults are also more easily disturbed by changes in their diets, so cafeterias may need to alter their menus when such students are on campus.

The business manager will need to recognize that nontraditional programs are no longer just supplementary income to keep the on-campus program running, but are central and fundamental elements of the college's overall *raison d'être*. This may lead to rearranging budgets to reflect such a shift.

The academic dean's office will need to give more attention to the

type of teacher who is hired, ascertaining that faculty members are flexible enough to move between traditional and nontraditional teaching assignments. When nontraditional programs become a significant part of the faculty's responsibilities, those teachers who cannot adjust to different ways of transmitting knowledge may themselves need retraining.

Finally, the college's advertising and public relations directors will need to direct their energies to a variety of potential students, not just to academy senior classes. Innovative strategies can be devised to reach nontraditional students and entice them to study at the institution.

Meeting the Needs

In 1977, in the book *The Future of Adult Education*, Fred H. Harrington made the following recommendations:

1. "American colleges and universities must recognize that educating adults is one of their fundamental responsibilities."—Page 211.

2. "Colleges and universities should welcome adult men and women as degree students, on and off campus, part- and full-time, in traditional and nontraditional programs; and while protecting standards the institutions should make the adjustments necessary to accommodate this clientele."—Page 212.

3. "Colleges and universities should expand and improve their noncredit offerings in continuing professional education and liberal education for adults; they should encourage Americans to make better use of leisure time; and they should not hesitate to become involved in problem-solving action programs."—Page 214.

4. "To make their work with adults effective, colleges and